

Teacher Actions	Student Actions
<p>8:35: T giving instructions for centers (GREAT ENERGY!)</p> <p>“1 is a character and setting page” “Read your directions on your page before you come to ask me questions!” (T also reads directions on page w/ students)</p> <p>T asks ?’s to review week’s material, jog memory for centers work (LOTS OF T TALK)</p> <p>8:43: T giving instructions for math centers.</p> <p>T talks to students on their level, as young adults (“Now you guys know that you often don’t do well with games, but we’re going to try a few of them today...”)</p> <p>T touches on French pronunciation of “ch” when reviewing digraphs</p> <p>8:48: T explains paragraph activity (LOVE this activity!)—matching titles of paragraphs to words in paragraph/action happening</p> <p>8:51: “I named your grps this week, since it took us a little long last week...”</p> <p>T reviews stories to help S figure out 1 of the animal names for the groups</p> <p>Review of class norms: “If someone bothers you, show them 2 fingers—they have a choice.” “If you have a game, you have to get along—it’s just for a few minutes!”</p> <p>“If someone does something well, then tell them so!”</p> <p>8:56: T begins calling grps and passing out/assigning centers</p> <p>8:59: T begins to monitor centers.</p> <p>T monitoring/walking around the ENTIRE time.</p> <p>9:05: T checking in w/ each S as she moves around</p>	<p>S actively listening (eyes on T, not talking, responding chorally when prompted)_</p> <p>Most S still listening, but some are getting “wiggly” (not talking though...)</p> <p>S say sounds as T holds up digraphs.</p> <p>S responding with excitement: “Ooooooh, OK!!”</p> <p>S respond positively as T calls out grp names (animals, different first letters)</p> <p>S raise hands excitedly for T questions during review (but silently); lifting off of chairs, big eyes, etc.</p> <p>S move quietly to areas/centers as called.</p> <p>S begin working in centers immediately. S working collaboratively, asking their group members for help.</p> <p>ALL S working in their centers productively</p>

room, asking/answering ?'s	(FANTASTIC management!)
9:08: T comes to check work, asks clarifying questions.	One grp of S raises hands to say they've finished their center (paragraph center- difficult) Other S come to T, asking ?'s and for help.
9:10: T still working with paragraph grp, helping them chk their answers.	One S starting to get distracted (Nazzar).
9:14: T moves to check other grp, but returns to paragraph center	All S still working @ their original centers.
“Tyler, I’ve told you 3 times to turn around—you can’t come to this center if you know the answers/hear me give them! I know you’re bored and I love you, but you need to read your book!”	Another S (Tyler) isn’t doing anything? (wait—quietly reading book—early finisher activity?) Tyler turns around to paragraph center, is listening...
9:19: Timer goes off.	Tyler turns around, but looks abt to cry.
T begins to review centers: “Any ?'s Please bring me any completed work.”	S begin cleaning up stations.
9:21: T begins to call grps to next station.	S go back to desks.
9:25: T begins moving to get S settled in next station.	S bring up any completed work.
	S move when called by their groups.
	All S at their new centers.
	All S working at/on new center activities.